

EARLY CHILDHOOD INTERVENTION | CONNECTICUT COMMUNITY COLLEGE RESOURCE LIBRARY | ECED 2410 OBSERVATION, DOCUMENTATION, & ASSESSMENT OF CHILDREN

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
1	Child Development	A Guide to Executive Function	Provides information about executive function and self-regulation in regards to the science behind them as well as fostering these skills. Multiple resources are provided on this page including video.	Website	Center on the Developing Child Harvard University. (2019). A Guide to Executive Function. Retrieved from https://developingchild.harvard.edu/guide/a-guide-to-executive-function/
2	Child Development	Ages and Stages Questionnaires: Developmental Screening Toolkit: Tips and Tools for Early Childhood Programs	Provides information in the form of handouts, checklists, charts and more to support early childhood professionals understand, administer and read the Ages and Stages Questionnaires (ASQ) as well as involve families in the screening process.	PDF	ASQ-3 Ages & Stages Questionnaires. (2018). Developmental Screening Toolkit Tips & Tools for Early Childhood Programs. https://agesandstages.com/wp-content/uploads/2018/01/Dev-Screening-Toolkit-2018.pdf
3	Child Development	Connecticut Early Learning and Development Standards	Describes learning and development for children ages birth to five. Eight domains of growth and development (cognitive, social-emotional, physical development and health, language and literacy, creative arts, mathematics, science, and social studies) are explored by age range.	PDF	Connecticut Early Childhood Education Cabinet. (2014). CT-ELDS Connecticut Early Learning and Development Standards: What children, birth to five, should know and be able to do. https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf
4	Child Development	Connecticut Learn the Signs Act Early	Includes information and links to downloadable materials regarding tools for tracking milestones, tips for when there is a developmental concern, tools for developmental monitoring and screening, engaging families in monitoring and more.	Website	Center for Excellence in Developmental Disabilities. (2015). Connecticut Learn the Signs. Act Early. UConn Health. Retrieved from (https://uconnuconnedd.org/projects/actearlyct-2/)
5	Child Development	Early Learning Professional Development Packages	Provides links to resources regarding assessment, individualized teaching and learning, language modeling and conversation, managing the classroom, positive behavior supports, cognition, and social emotional development. Resources include learning activities, webinars, handouts, PowerPoints, visual, and video.	Website	Cultivate Learning. (n.d.). Early Learning Professional Development Packages. University of Washington. Retrieved from https://cultivatelearning.webdamdb.com/cookieconsent.php?path=%2Fbp%2F#/brand-guidelines/3931/section/33740
6	Child Development	Fostering Essential Dispositions in Young Children	From an early age, learning is influenced by one's dispositions, or tendencies to think or act in particular ways. This video emphasizes six essential dispositions of competent learners. Early childhood professionals are encouraged to support children to be: creative, inquisitive, flexible, critical thinkers, purposeful & reflective, and social learners. Early childhood professionals working with infants and toddlers describe why and how they promote these dispositions within their program. (Video Length: 11:13)	Video	Surprenant, T., Leser, S., & DeLapp, J. (2015). Fostering Essentials Dispositions in Young Children [Video]. Eastern Connecticut State University. https://www.easternct.edu/center-for-early-childhood-education/ct-early-learning-and-development-standards/fostering-essential-dispositions.html

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
7	Child Development	National Center for Pyramid Model Innovations (NCPMI)	Provides technical assistance, professional development and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	Website	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)
8	Child Development	Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) A Guide to Domains & Strands	A companion to the CT ELDS, the intent of this document is to provide support when intentionally planning for teaching and learning.	PDF	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf
9	Child Development	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Learning Modules	Virtual Lab School. (https://www.virtuallabschool.org/)
10	Connecticut Partners and Resources	Connecticut Learn the Signs Act Early	Includes information and links to downloadable materials regarding tools for tracking milestones, tips for when there is a developmental concern, tools for developmental monitoring and screening, engaging families in monitoring and more.	Website	Center for Excellence in Developmental Disabilities. (2015). Connecticut Learn the Signs. Act Early. UConn Health. Retrieved from (https://uconnuconnedd.org/projects/actearlyct-2/)
11	Developmental Monitoring and Screening	Ages and Stages Questionnaires: Developmental Screening Toolkit: Tips and Tools for Early Childhood Programs	Provides information in the form of handouts, checklists, charts and more to support early childhood professionals understand, administer and read the Ages and Stages Questionnaires (ASQ) as well as involve families in the screening process.	PDF	ASQ-3 Ages & Stages Questionnaires. (2018). Developmental Screening Toolkit Tips & Tools for Early Childhood Programs. https://agesandstages.com/wp-content/uploads/2018/01/Dev-Screening-Toolkit-2018.pdf
12	Developmental Monitoring and Screening	Connecticut Learn the Signs Act Early	Includes information and links to downloadable materials regarding tools for tracking milestones, tips for when there is a developmental concern, tools for developmental monitoring and screening, engaging families in monitoring and more.	Website	Center for Excellence in Developmental Disabilities. (2015). Connecticut Learn the Signs. Act Early. UConn Health. Retrieved from (https://uconnuconnedd.org/projects/actearlyct-2/)

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
13	Dual Language Learners	<u>DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice</u>	Addresses implications for culturally and linguistically responsive practice when working with young children and their families with culturally and linguistically diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children Workgroup. (2010). DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice. Division for Early Childhood of the council for Exceptional Children. https://www.decdocs.org/position-statement-family-culture
14	Early Learning and Development Standards	<u>Connecticut Early Learning and Development Standards</u>	Describes learning and development for children ages birth to five. Eight domains of growth and development (cognitive, social-emotional, physical development and health, language and literacy, creative arts, mathematics, science, and social studies) are explored by age range.	PDF	Connecticut Early Childhood Education Cabinet. (2014). CT-ELDS Connecticut Early Learning and Development Standards: What children, birth to five, should know and be able to do. https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf
15	Early Learning and Development Standards	<u>Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) A Guide to Domains & Strands</u>	A companion to the CT ELDS, the intent of this document is to provide support when intentionally planning for teaching and learning.	PDF	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf
16	Early Learning and Development Standards	<u>Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) Building Meaningful Curriculum</u>	A companion to the CT ELDS, this document explores the components of a rich, challenging and achievable curriculum. Topics of review include intentional teaching, components of curriculum, ensuring a comprehensive approach to curriculum, and curriculum planning and developing learning experience plans.	PDF	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Building Meaningful Curriculum. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf
17	Early Learning and Development Standards	<u>Connecticut Documentation and Observation for Teaching System (CT DOTS) Observation Progressions</u>	A framework to guide early childhood professionals in a process of monitoring children’s progress on the skills, abilities and behaviors found in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early childhood professionals to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for early childhood professionals to partner with families in sharing information about individual children.	PDF	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: Observation Progressions. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
18	Early Learning and Development Standards	Connecticut Documentation and Observation for Teaching System (CT DOTS) User's Manual	This user's manual provides important information regarding the appropriate use of the CT DOTS Observation Progressions framework.	PDF	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: User's Manual. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-user-manual.pdf
19	Family Engagement	CONNECT Modules	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	Learning Modules	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)
20	Family Engagement	Connecticut Learn the Signs Act Early	Includes information and links to downloadable materials regarding tools for tracking milestones, tips for when there is a developmental concern, tools for developmental monitoring and screening, engaging families in monitoring and more.	Website	Center for Excellence in Developmental Disabilities. (2015). Connecticut Learn the Signs. Act Early. UConn Health. Retrieved from (https://uconnuceed.org/projects/actearlyct-2/)
21	Family Engagement	Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education: A Position Statement of the National Association of Young Children (NAEYC)	Identifies recommendations for working with children that are linguistically and culturally diverse who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	Position Statement	National Association for the Education of Young Children. (1995). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF
22	Family Engagement	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Learning Modules	Virtual Lab School. (https://www.virtuallabschool.org/)

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
23	Family Engagement	Where We Stand on Responding to Linguistic and Cultural Diversity	Provides recommendations for working with families and young children with culturally and linguistically diverse backgrounds.	PDF	National Association for the Education of Young Children. (2009). Where We Stand on Responding to Linguistic and Cultural Diversity. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf
24	Family Engagement	Connecticut Documentation and Observation for Teaching System (CT DOTS) Observation Progressions	A framework to guide early childhood professionals in a process of monitoring children’s progress on the skills, abilities and behaviors found in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early childhood professionals to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for early childhood professionals to partner with families in sharing information about individual children.	PDF	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: Observation Progressions. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documnetation-and-Observation-for-Teaching-System.pdf
25	Family Engagement	Connecticut Documentation and Observation for Teaching System (CT DOTS) User’s Manual	This user’s manual provides important information regarding the appropriate use of the CT DOTS Observation Progressions framework.	PDF	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: User’s Manual. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-user-manual.pdf
26	Family Engagement	DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice	Addresses implications for culturally and linguistically responsive practice when working with young children and their families with culturally and linguistically diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children Workgroup. (2010). DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice. Division for Early Childhood of the council for Exceptional Children. https://www.decdocs.org/position-statement-family-culture
27	Fostering Creativity	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Learning Modules	Virtual Lab School. (https://www.virtuallabschool.org/)

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
28	Health, Safety and Nutrition	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Learning Modules	Virtual Lab School. (https://www.virtuallabschool.org/)
29	Inclusion	12 Key Practices for High-Quality Early Childhood Inclusion	Identifies twelve research-based inclusive practices for supporting young children in inclusive programs.	Website	The Inclusion Lab. (2018). 12 Key Practices for High-Quality Early Childhood Inclusion. Brookes Publishing Co. Retrieved from https://blog.brookes-publishing.com/12-key-practices-for-high-quality-early-childhood-inclusion/
30	Inclusion	12 Key Practices for High-Quality Early Childhood Inclusion	Identifies twelve research-based inclusive practices for supporting young children in inclusive programs.	Website	The Inclusion Lab. (2018). 12 Key Practices for High-Quality Early Childhood Inclusion. Brookes Publishing Co. Retrieved from https://blog.brookes-publishing.com/12-key-practices-for-high-quality-early-childhood-inclusion/
31	Inclusion	CARA's (Creating Adaptations for Routines and Activities) Kit for Preschoolers: A friendly and Practical Tool to Promote Participation and Learning	Supports the design of adaptations in every day routines and activities to promote active participation of preschoolers with disabilities. Resource includes a handout and PowerPoint.	Website	International Early Childhood Inclusion Institute. (n.d.). CARA's Kit for Preschoolers: A friendly and Practical Tool to Promote Participation and Learning. https://inclusioninstitute.fpg.unc.edu/sessions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning
32	Inclusion	CONNECT Modules	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	Learning Modules	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sp.ed.org/)

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
33	Inclusion	Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)	Defines early childhood inclusion and describes recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children & National Association for the Education of Young Children. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
34	Inclusion	Early Childhood Inclusion: A Summary of the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)	Defines early childhood inclusion and identifies recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Position Statement	"Division for Early Childhood of the council for Exceptional Children & National Association for the education of Young Children. (2009). Early childhood inclusion: A summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_ECsummary_A.pdf "
35	Inclusion	How To Select And Implement The "Best" Curriculum For Inclusive Pre-K Classrooms	Discusses the topic of quality preschool curriculum for blended programs.	Podcast	Frontczak-Pretti,K.(Host). (2018, November 9). How To Select And Implement The "Best" Curriculum For Inclusive Pre-K Classrooms [30]. Pre K Teach and Play. https://prekteachandplay.com/podcast30/
36	Inclusion	Including Children with Special Needs: Are You and Your Early Childhood Program Ready?	Today, more and more children with disabilities are attending early care and education programs. Early childhood professionals can use the Preschool and Kindergarten Inclusion Readiness Checklist within this article, to ensure their early learning classroom is accessible for all children.	Article	Watson, A., & McCathren, R. (2009). Including children with special needs: Are you and your early childhood program ready? <i>Young Children</i> , 53(50), 8-15.
37	Inclusion	National Center for Pyramid Model Innovations (NCPMI)	Provides technical assistance, professional development and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	Website	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
38	Inclusion	Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs	Provides recommendations to states, local educational agencies (LEAs), schools and early care and education programs for increasing the inclusion of infants, toddlers and preschool children with disabilities in high-quality early care and education programs.	Policy Statement	U.S. Department of Health and Human Services & U.S. Department of Education. (2015). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf
39	Language and Literacy	Teaching Children Philosophy (through books)	Over 200 experience plans to introduce ethics and philosophy to young children using children’s literature.	Website	The Prindle Institute For Ethics. (n.d.). Teaching Children Philosophy. Retrieved from https://www.prindleinstitute.org/teaching-children-philosophy/
40	Language and Literacy Development	CONNECT Modules	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	Learning Modules	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)
41	Language and Literacy Development	Learning to Read and Write: Developmentally Appropriate Practices for Young Children - A joint position statement of the International Reading Association and the National Association for the Education of Young Children	Consists of a set of recommendations for teaching practices and public policy, and provides guidance to early childhood professionals teaching young children.	Position Statement	National Association for the Education of Young Children. (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF
42	Language and Literacy Development	Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education: A Position Statement of the National Association of Young Children (NAEYC)	Identifies recommendations for working with children that are linguistically and culturally diverse who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	Position Statement	National Association for the Education of Young Children. (1995). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
43	Language and Literacy Development	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Learning Modules	Virtual Lab School. (https://www.virtuallabschool.org/)
44	Language and Literacy Development	Where We Stand on Responding to Linguistic and Cultural Diversity	Provides recommendations for working with families and young children with culturally and linguistically diverse backgrounds.	PDF	National Association for the Education of Young Children. (2009). Where We Stand on Responding to Linguistic and Cultural Diversity. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf
45	Language and Literacy Development	Where we stand National Association of Young Children (NAEYC) and the International Reading Association (IRA) on Learning to Read and Write	Two-page summary of Learning to Read and Write: Developmentally Appropriate Practices for Young Children: A joint position statement of the IRA and the NAEYC.	PDF	National Association for the Education of Young Children. (2009). Where We Stand on Responding to Linguistic and Cultural Diversity. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf
46	Leadership	Code of Ethical Conduct Supplement for Early Childhood Adult Educators	Emphasis on the ethical responsibilities and recurring ethical dilemmas that face early childhood teacher educators in two- and four-year degree-granting institutions.	Position Statement	National Association for the Education of Young Children. (2004). Code of Ethical Conduct Supplement for Early Childhood Adult Educators. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf
47	Leadership	NAEYC Code of Ethical Conduct and Statement of Commitment	Offers guidelines for responsible behavior of early childhood professionals and sets forth a common basis for resolving ethical dilemmas encountered in early childhood care and education.	Position Statement	National Association for the Education of Young Children. (2011). Code of Ethical Conduct and Statement of Commitment. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf
48	Leadership	Overview: Power to the Profession	Power to the Profession is a national collaboration that defines the early childhood education profession. It has established a Unifying Framework of recommendations on early childhood professional roles and responsibilities, aligned preparation and pathways, profession compensation and a supportive infrastructure with shared accountability.	Website	National Association for the Education of Young Children. (2015). Overview: Power to the Profession. Retrieved from https://www.naeyc.org/our-work/initiatives/profession/overview

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
49	Leadership	Teaching the NAEYC Code of Ethical Conduct: A Resource Guide <i>by Eva Moravcik, Nancy K. Freeman and Stephanie Feeney</i>	Provides information and guidance to support early childhood professionals learn about professional ethics and the National Association of Education for Young Children (NAEYC) Code of Ethical Conduct. Full of engaging, effective ways to introduce the NAEYC Code of Ethical Conduct and explore real-life, challenging ethical issues that face early childhood professionals the book includes tools and techniques the authors developed through their extensive experience teaching about ethics and the NAEYC Code.	Textbook	Moravcik, E., Freeman, K. N., & Feeney, S. (n.d.). Teaching the NAEYC Code of Ethical Conduct: A Resource Guide by Eva. National Association for the Education of Young Children. https://www.naeyc.org/resources/pubs/books/teaching-naeyc-code-revised-edition
50	Leadership	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Learning Modules	Virtual Lab School. (https://www.virtuallabschool.org/)
51	Methods and Techniques	12 Key Practices for High-Quality Early Childhood Inclusion	Identifies twelve research-based inclusive practices for supporting young children in inclusive programs.	Website	The Inclusion Lab. (2018). 12 Key Practices for High-Quality Early Childhood Inclusion. Brookes Publishing Co. Retrieved from https://blog.brookes-publishing.com/12-key-practices-for-high-quality-early-childhood-inclusion/
52	Methods and Techniques	A Guide to Executive Function	Provides information about executive function and self-regulation in regards to the science behind them as well as fostering these skills. Multiple resources are provided on this page including video.	Website	Center on the Developing Child Harvard University. (2019). A Guide to Executive Function. Retrieved from https://developingchild.harvard.edu/guide/a-guide-to-executive-function/
53	Methods and Techniques	CARA's (Creating Adaptations for Routines and Activities) Kit for Preschoolers: A friendly and Practical Tool to Promote Participation and Learning	Supports the design of adaptations in every day routines and activities to promote active participation of preschoolers with disabilities. Resource includes a handout and PowerPoint.	Website	International Early Childhood Inclusion Institute. (n.d.). CARA's Kit for Preschoolers: A friendly and Practical Tool to Promote Participation and Learning. https://inclusioninstitute.fpg.unc.edu/sessions/caras-kit-preschoolers-user-friendly-and-practical-tool-promote-participation-and-learning

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
54	Methods and Techniques	CONNECT Modules	Learn about practices to solve dilemmas in early childhood settings. Videos, activities and narratives will guide you through a process to learn about serving children with disabilities effectively. Module topics include embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.	Learning Modules	The Center to Mobilize Early Childhood Knowledge. (n.d.). CONNECT Modules. Division for Early Childhood. (https://connectmodules.dec-sped.org/)
55	Methods and Techniques	Early Childhood Environments: IRIS Center Vanderbilt Peabody College	Offers information on how to set up effective inclusive early learning classrooms for young children. And provides details about the interrelated physical, social and temporal components of those environments, as well as adaptations to help early childhood professionals meet the needs of children with disabilities	Website	IRIS Center. (n.d.). Early Childhood Environments. Vanderbilt Peabody College. Retrieved from (https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p01/)
56	Methods and Techniques	Early Learning Professional Development Packages	Provides links to resources regarding assessment, individualized teaching and learning, language modeling and conversation, managing the classroom, positive behavior supports, cognition, and social emotional development. Resources include learning activities, webinars, handouts, PowerPoints, visual, and video.	Website	Cultivate Learning. (n.d.). Early Learning Professional Development Packages. University of Washington. Retrieved from https://cultivatelearning.webdamdb.com/cookieconsent.php?path=%2Fbp%2F#/brand-guidelines/3931/section/33740
57	Methods and Techniques	Fostering Essential Dispositions in Young Children	From an early age, learning is influenced by one’s dispositions, or tendencies to think or act in particular ways. This video emphasizes six essential dispositions of competent learners. Early childhood professionals are encouraged to support children to be: creative, inquisitive, flexible, critical thinkers, purposeful & reflective, and social learners. Early childhood professionals working with infants and toddlers describe why and how they promote these dispositions within their program. (Video Length: 11:13)	Video	Surprenant, T., Leser, S., & DeLapp, J. (2015). Fostering Essentials Dispositions in Young Children [Video]. Eastern Connecticut State University. https://www.easternct.edu/center-for-early-childhood-education/ct-early-learning-and-development-standards/fostering-essential-dispositions.html
58	Methods and Techniques	How To Select And Implement The “Best” Curriculum For Inclusive Pre-K Classrooms	Discusses the topic of quality preschool curriculum for blended programs.	Podcast	Frontczak-Pretti,K.(Host). (2018, November 9). How To Select And Implement The “Best” Curriculum For Inclusive Pre-K Classrooms [30]. Pre K Teach and Play. https://prekteachandplay.com/podcast30/
59	Methods and Techniques	Including Children with Special Needs: Are Your and Your Early Childhood Program Ready?	Today, more and more children with disabilities are attending early care and education programs. Early childhood professionals can use the Preschool and Kindergarten Inclusion Readiness Checklist within this article, to ensure their early learning classroom is accessible for all children.	Article	Watson, A., & McCathren, R. (2009). Including children with special needs: Are you and your early childhood program ready? <i>Young Children</i> , 53(50), 8-15.

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
60	Methods and Techniques	<u>Learning to Read and Write: Developmentally Appropriate Practices for Young Children - A joint position statement of the International Reading Association and the National Association for the Education of Young Children</u>	Consists of a set of recommendations for teaching practices and public policy, and provides guidance to early childhood professionals teaching young children.	Position Statement	National Association for the Education of Young Children. (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF
61	Methods and Techniques	<u>NAEYC Position Statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8</u>	Promotes excellence in early childhood education by providing a framework for best practice. Grounded in research on child development and learning, as well as educational effectiveness, the framework outlines practice that promotes young children’s optimal learning and development.	Position Statement	National Association for the Education of Young Children. (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf
62	Methods and Techniques	<u>Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) A Guide to Domains & Strands</u>	A companion to the CT ELDS, the intent of this document is to provide support when intentionally planning for teaching and learning.	PDF	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: A Guide to Domains & Strands. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Domains-and-Strands.pdf
63	Methods and Techniques	<u>Supporting All Children Using the Connecticut Early Learning & Development Standards (CT ELDS) Building Meaningful Curriculum</u>	A companion to the CT ELDS, this document explores the components of a rich, challenging and achievable curriculum. Topics of review include intentional teaching, components of curriculum, ensuring a comprehensive approach to curriculum, and curriculum planning and developing learning experience plans.	PDF	Connecticut Office of Early Childhood. (2016). Supporting All Children Using the Connecticut Early Learning & Development Standards: Building Meaningful Curriculum. CT ELDS. https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Meaningful-Curriculum.pdf

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
64	Methods and Techniques	Circle Time Magazine	Professional development web series for early childhood professionals. The hosts share their expertise, model learning experiences, review young children’s literature, and share video examples of young children learning.	Website	Cultivate Learning. (n.d.). Early Learning Professional Development Packages. University of Washington. Retrieved from https://cultivatelearning.webdamdb.com/cookieconsent.php?path=%2Fbp%2F#/brand-guidelines/3931/section/33740
65	Observing and Collecting Data	Ages and Stages Questionnaires: Developmental Screening Toolkit: Tips and Tools for Early Childhood Programs	Provides information in the form of handouts, checklists, charts and more to support early childhood professionals understand, administer and read the Ages and Stages Questionnaires (ASQ) as well as involve families in the screening process.	PDF	ASQ-3 Ages & Stages Questionnaires. (2018). Developmental Screening Toolkit Tips & Tools for Early Childhood Programs. https://agesandstages.com/wp-content/uploads/2018/01/Dev-Screening-Toolkit-2018.pdf
66	Observing and Collecting Data	Benchmarks of Quality for Classroom-Based Programs - Early Childhood Technical Assistance Center (ECTA)	A checklist to be used by early care and education programs to assess their process of implementing evidence-based practices. This includes developing the necessary structures for guiding and supporting the implementation of evidence-based practices, and planning the next steps in the process of full implementation, scale up and sustainability.	PDF	Binder, D. & Fox L. (n.d.). Benchmarks of Quality for Classroom-based Programs. Early Childhood Technical Assistance Center & National Center for Pyramid Model Innovations. https://ectacenter.org/~pdfs/sig/4_9_benchmarks_classroom.pdf
67	Observing and Collecting Data	Building on My Child’s Strengths	Illustrates what young children’s strengths look like in daily routines and activities. (Video Length: 2:09)	Video	Edelman, L. (2011). Child Outcomes Step-by-Step [Video]. Desired Results Access Project. https://draccess.org/videolibrary/ChildOutcomesStepByStep
68	Observing and Collecting Data	Child Outcomes Step by Step	Describes the set of three child outcomes adopted by the U.S. Department of Education. These outcomes address three areas of child functioning necessary for each child to be an active and successful participant at home, in the community, and in other places like the early care and education program. Measuring progress on the outcomes helps states meet federal reporting requirements for children with disabilities. (Video Length: 8:44)	Video	Edelman, L. (2011). Child Outcomes Step by Step [Video]. Colorado Department of Education. YouTube. https://www.youtube.com/watch?v=g-4PzdpLCu00&ab_channel=ColoradoDepartmentofEducation
69	Observing and Collecting Data	Connecticut Documentation and Observation for Teaching System (CT DOTS) Observation Progressions	A framework to guide early childhood professionals in a process of monitoring children’s progress on the skills, abilities and behaviors found in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early childhood professionals to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for early childhood professionals to partner with families in sharing information about individual children.	PDF	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: Observation Progressions. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-Documentation-and-Observation-for-Teaching-System.pdf

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
70	Observing and Collecting Data	Connecticut Documentation and Observation for Teaching System (CT DOTS) User's Manual	This user's manual provides important information regarding the appropriate use of the CT DOTS Observation Progressions framework.	PDF	Connecticut Office of Early Childhood. (2018). Documentation and Observation for Teaching System: User's Manual. CT DOTS. https://www.ctoec.org/wp-content/uploads/2020/06/CT-DOTS-user-manual.pdf
71	Observing and Collecting Data	Early Learning Professional Development Packages	Provides links to resources regarding assessment, individualized teaching and learning, language modeling and conversation, managing the classroom, positive behavior supports, cognition, and social emotional development. Resources include learning activities, webinars, handouts, PowerPoints, visual, and video.	Website	Cultivate Learning. (n.d.). Early Learning Professional Development Packages. University of Washington. Retrieved from https://cultivatelearning.webdamdb.com/cookieconsent.php?path=%2Fbp%2F#/brand-guidelines/3931/section/33740
72	Observing and Collecting Data	Including Children with Special Needs: Are Your and Your Early Childhood Program Ready?	Today, more and more children with disabilities are attending early care and education programs. Early childhood professionals can use the Preschool and Kindergarten Inclusion Readiness Checklist within this article, to ensure their early learning classroom is accessible for all children.	Article	Watson, A., & McCathren, R. (2009). Including children with special needs: Are you and your early childhood program ready? <i>Young Children</i> , 53(50), 8-15.
73	Observing and Collecting Data	Observation and Assessment	An open resource publication by the College of the Canyons about observation and assessment in the early learning classroom.	PDF	Peterson, G. & Elam, E. (2020). Observation and Assessment In Early Childhood Education. College of The Canyons. https://childdevelopment.org/docs/default-source/pdfs/observation-and-assessment-english2-8-20.pdf?sfvrsn=1e9226c1_2
74	Observing and Collecting Data	Observing Young Children	Early childhood professionals observe children throughout the day for a variety of purposes. Dr. Sudha Swaminathan of Eastern Connecticut State University discusses various types of observations in the early learning classroom and how to plan observations to get the most useful results. Four early childhood professionals also describe their use of formal and informal observation strategies to identify the individual strengths and needs of children and to plan instruction. (Video Length: 7:21)	Video	Matthews, D. (2013). Observing Young Children [Video]. Eastern Connecticut State University. easternct.edu/center-for-early-childhood-education/e-clips/observing-young-children.html
75	Observing and Collecting Data	Pathways to Cultural Competence Programs 4 Underlying Principles	Defines culture and cultural competence and provides a framework to reflect upon the cultural competence practices within the early learning classroom, included is a detailed cultural competence checklist.	PDF	Watts, A. (2017). Pathways to Cultural Competence Programs 4 Underlying Principles. https://www.earlychildhoodnyc.org/resourceguide/resources/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version_2013-05-07.pdf
76	Observing and Collecting Data	Really Seeing Children by Deb Curtis	Learn to suspend your adult agenda to really see children's perspectives and the amazing ways they experience the world.	Textbook	Curtis, D. (2017). <i>Really Seeing Children: A Collection of Teaching and Learning Stories to Inspire an Everyday Practice of Reflection, Observation, and Joyful Presence with Children</i> . Exchange Press.

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
77	Observing and Collecting Data	Week by Week: Plans for Documenting Children's Development 7th Edition by Barbara Ann Nilsen	Provides an overview of accepted observation and recording methods, and gives examples and guidance about the advantages and disadvantages of each. Each chapter summarizes a developmental domain to focus your observation skills as one practices a specific recording method.	Textbook	Nilsen, B. A. (2016). Week by week: Plans for documenting children's development. Cengage Learning.
78	Promoting Justice	Advancing Equity in Early Childhood Education	Outlines steps to provide high-quality early care and education programs that build on each child's unique individual and family strengths, cultural background, languages, abilities and experiences and eliminates differences in educational outcomes as a result of who children are, where they live and what resources their families have.	Position Statement	National Association for the Education of Young Children. (2019). Advancing Equity in Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequitypositionstatement.pdf
79	Promoting Justice	DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice	Addresses implications for culturally and linguistically responsive practice when working with young children and their families with culturally and linguistically diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children Workgroup. (2010). DEC Position Statement: Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice. Division for Early Childhood of the council for Exceptional Children. https://www.decdocs.org/position-statement-family-culture
80	Promoting Justice	Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)	Defines early childhood inclusion and describes recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children & National Association for the Education of Young Children. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute. http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
81	Promoting Justice	Including Children with Special Needs: Are Your and Your Early Childhood Program Ready?	Today, more and more children with disabilities are attending early care and education programs. Early childhood professionals can use the Preschool and Kindergarten Inclusion Readiness Checklist within this article, to ensure their early learning classroom is accessible for all children.	Article	Watson, A., & McCathren, R. (2009). Including children with special needs: Are you and your early childhood program ready? <i>Young Children</i> , 53(50), 8-15.

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
82	Promoting Justice	Pathways to Cultural Competence Programs 4 Underlying Principles	Defines culture and cultural competence and provides a framework to reflect upon the cultural competence practices within the early learning classroom, included is a detailed cultural competence checklist.	PDF	Watts, A. (2017). Pathways to Cultural Competence Programs 4 Underlying Principles. https://www.earlychildhoodnyc.org/resourceguide/resources/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version_2013-05-07.pdf
83	Promoting Justice	Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education: A Position Statement of the National Association of Young Children (NAEYC)	Identifies recommendations for working with children that are linguistically and culturally diverse who speak languages other than English. These recommendations can also apply to children who, although they speak only English, are also linguistically and culturally diverse.	Position Statement	National Association for the Education of Young Children. (1995). Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF
84	Promoting Justice	Sparkle Boy by Lesléa Newman	Casey wants something his older sister has - a sparkly skirt. Casey begins to draw inspiration from his sister Jessie's skirts, nail polish, and jewelry. Each time, Jessie is upset because she believes that these aren't things that boys should wear or like, but she is reminded by her parents and grandmother that although Casey's style may be unconventional, it is in no way unacceptable. At the library, Casey is mistaken for a girl and made fun of for dressing as he does. Jessie stands up for him, echoing what her parents told her when she was unsure about Casey's choices.	Children's Literature	Newman, L. (2017). Sparkle boy. Lee & Low Books Incorporated.
85	Promoting Justice	Teaching Children Philosophy (through books)	Over 200 experience plans to introduce ethics and philosophy to young children using children's literature.	Website	The Prindle Institute For Ethics. (n.d.). Teaching Children Philosophy. Retrieved from https://www.prindleinstitute.org/teaching-children-philosophy/

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
86	Promoting Justice	The Only One Club by Naliboff	Explores the many ways in which children feel unique and special. Mrs. Matthews's first grade class begins making Christmas decorations, but because Jennifer is Jewish, Mrs. Matthews allows her to make Hanukkah decorations instead. Jennifer enjoys the attention and creates "The Only One Club," of which she is the sole member. When her classmates want to join, she is resistant until she realizes that each of her friends is also "the only one" at something. As she inducts them into her club she reveals the unique qualities that make each of her classmates extraordinary. Through this touching story, young children are encouraged to discover and treasure their own uniqueness and to actively look for special qualities in others beyond race or culture.	Children's Literature	Naliboff, J. (2004). <i>The Only one Club</i> . Flashlight Press.
87	Promoting Justice	Where We Stand on Responding to Linguistic and Cultural Diversity	Provides recommendations for working with families and young children with culturally and linguistically diverse backgrounds.	PDF	National Association for the Education of Young Children. (2009). <i>Where We Stand on Responding to Linguistic and Cultural Diversity</i> . https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/diversity.pdf
88	Promoting Justice	Early Childhood Inclusion: A Summary of the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)	Defines early childhood inclusion and identifies recommendations to improve inclusion within the field of early childhood education in order to foster successful outcomes for children with disabilities and/or diverse backgrounds.	Position Statement	Division for Early Childhood of the council for Exceptional Children & National Association for the education of Young Children. (2009). <i>Early childhood inclusion: A summary</i> . Chapel Hill: The University of North Carolina, FPG Child Development Institute. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_ECSummary_A.pdf
89	Promoting Justice	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Learning Modules	Virtual Lab School. (https://www.virtuallabschool.org/)

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
90	Promoting Social and Emotional Competence	Happiness Doesn't Come From Headstands by Tamara Levitt	Explores the themes of acceptance, resilience and self-compassion and offers the message that just because we may experience a failure does not mean that we are a failure. Written as a counterpoint to the message of The Little Engine that Could, Happiness Doesn't Come from Headstands is a story about a girl who tries her best, but still falls down. Through the process she learns that happiness is not determined by external achievement. Through accepting our limitations and celebrating our efforts, even in the face of failure, peace can be found.	Children's Literature	Levitt, T. (2017). Happiness Doesn't Come From Headstands. Wisdom Publications.
91	Promoting Social and Emotional Competence	National Center for Pyramid Model Innovations (NCPMI)	Provides technical assistance, professional development and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	Website	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)
92	Promoting Social and Emotional Competence	Position Statement on Challenging Behavior and Young Children - Executive Summary	Defines "challenging behavior" and briefly describes the eight recommendations for early childhood professionals regarding positive approaches to preventing and addressing challenging behavior.	Position Statement	Division For Early Childhood. (2017). Position Statement on Challenging Behavior and Young Children - Executive Summary. https://www.decdocs.org/executive-summary-challenging-behav
93	Promoting Social and Emotional Competence	Rainbow Fish by Marcus Pfister	A message about selfishness and sharing.	Children's Literature	Pfister, M. (1992). The rainbow fish. Simon and Schuster.
94	Promoting Social and Emotional Competence	Sparkle Boy by Lesléa Newman	Casey wants something his older sister has - a sparkly skirt. Casey begins to draw inspiration from his sister Jessie's skirts, nail polish, and jewelry. Each time, Jessie is upset because she believes that these aren't things that boys should wear or like, but she is reminded by her parents and grandmother that although Casey's style may be unconventional, it is in no way unacceptable. At the library, Casey is mistaken for a girl and made fun of for dressing as he does. Jessie stands up for him, echoing what her parents told her when she was unsure about Casey's choices.	Children's Literature	Newman, L. (2017). Sparkle boy. Lee & Low Books Incorporated.
95	Promoting Social and Emotional Competence	Teaching Children Philosophy (through books)	Over 200 experience plans to introduce ethics and philosophy to young children using children's literature.	Website	The Prindle Institute For Ethics. (n.d.). Teaching Children Philosophy. Retrieved from https://www.prindleinstitute.org/teaching-children-philosophy/

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
96	Promoting Social and Emotional Competence	The Only One Club by Naliboff	Explores the many ways in which children feel unique and special. Mrs. Matthews's first grade class begins making Christmas decorations, but because Jennifer is Jewish, Mrs. Matthews allows her to make Hanukkah decorations instead. Jennifer enjoys the attention and creates "The Only One Club," of which she is the sole member. When her classmates want to join, she is resistant until she realizes that each of her friends is also "the only one" at something. As she inducts them into her club she reveals the unique qualities that make each of her classmates extraordinary. Through this touching story, young children are encouraged to discover and treasure their own uniqueness and to actively look for special qualities in others beyond race or culture.	Children's Literature	Naliboff, J. (2004). The Only one Club. Flashlight Press.
97	Promoting Social and Emotional Competence	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Learning Modules	Virtual Lab School. (https://www.virtuallabschool.org/)
98	Promoting Social and Emotional Competency	Early Childhood Environments: IRIS Center Vanderbilt Peabody College	Offers information on how to set up effective inclusive early learning classrooms for young children. And provides details about the interrelated physical, social and temporal components of those environments, as well as adaptations to help early childhood professionals meet the needs of children with disabilities	Website	IRIS Center. (n.d.). Early Childhood Environments. Vanderbilt Peabody College. Retrieved from (https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p01/)
99	Understanding and Guiding Children's Behavior	National Center for Pyramid Model Innovations (NCPMI)	Provides technical assistance, professional development and other resources to early childhood professionals to support their promotion of positive social, emotional and behavioral outcomes for children ages birth through five, increasing the use of appropriate behavior guidance practices, promoting inclusion, and supporting family engagement.	Website	National Center for Pyramid Model Innovations NCPMI. (https://challengingbehavior.cbcs.usf.edu/index.html)
100	Understanding and Guiding Children's Behavior	Position Statement on Challenging Behavior and Young Children - Executive Summary	Defines "challenging behavior" and briefly describes the eight recommendations for early childhood professionals regarding positive approaches to preventing and addressing challenging behavior.	Position Statement	Division For Early Childhood. (2017). Position Statement on Challenging Behavior and Young Children - Executive Summary. https://www.decdocs.org/executive-summary-challenging-behav

	TOPIC	LINK	DESCRIPTION	TYPE	CITATION
101	Understanding and Guiding Children's Behavior	Virtual Lab School	Offers seven professional development tracks, providing both comprehensive foundational training and specialized training with in-depth content and resources. The Foundational Tracks (Infant & Toddler, Preschool, School-Age, Training & Curriculum Specialist, Management, and Family Child Care) each contain 15 courses that align with the Child Development Associate (CDA) competencies, National Association for the Education of Young Children (NAEYC) standards, National Association for Family Child Care (NAFCC) standards, and Child and Youth Development (CYD-AYD) standards.	Learning Modules	Virtual Lab School. (https://www.virtuallabschool.org/)